

# School Activities



Staff at Work on *The Torchlight* — Okmulgee High School, Okmulgee, Okla.



A Cappella Choir — Bethesda-Chevy Chase High School, Bethesda, Md.

**ANNOUNCING the  
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Elementary Publications ..... January 10, 1952  
Magazines ..... February 1, 1952

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**27th Annual Convention  
for Advisers and Staff Members**

March 13-14-15, 1952

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# School Activities

HARRY C. MCKOWN, *Editor*

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# *As the Editor Sees It*



"The tragic experiences of some of our colleges and universities with gambling and rules violations is bringing home to everyone concerned with clean, wholesome sports, the fact that only through the establishment of protective regulations that are strict and rigidly enforced can we maintain any semblance of citizenship and sportsmanship training even on the high school level." Editorial, *The Kansas High School Activities Journal*, September, 1951.

We say "Amen" to this. Although we hardly sympathize with examination-cheaters and bribetaking players, yet we are not naive enough to believe that the authorities concerned were entirely ignorant of these ulcerous things until they saw them in newspaper headlines. And we are of the opinion that had there been the strictness suggested above, there would have been no newspaper headlines.

In addition to the usual topics, the National Association of Student Councils, at its Wellesley Hills, Mass., conference, stressed very pertinent and current problems such as school vandalism, secret societies, council responsibilities for school discipline, moral and spiritual values of high school, civil defense programs, etc. Our congratulations to the Association's officers and sponsors for this very practical program.

In many a community the baccalaureate ceremony is a religious and political "hot potato." How frequently have the questions of the church setting and the sermonizer brought confusion, trouble, and hard feelings! Often this problem is "solved" by the local ministerial association (whose wishes should not be considered in this purely educational matter) which selects the church and names the preacher.

In order to avoid difficulty, some schools hold this service in their auditorium, usually in the face of opposition offered by the reverends who complain that such a setting does not represent a true religious atmosphere.

Recently, Lewis A. Wilson, State Commissioner of Education of New York, said that such services were unconstitutional if held in the public schools. Further, he stated, "Invocations and

benedictions, so long as they do not develop into sermons, would continue to be permitted."

Our own humble opinion is still that such a service, although traditional and often attractive, is not an essential part of the educational program. Certainly, if it leads to emotions, attitudes, and actions that are hardly in keeping with high religious ideals it should be discontinued.

The secretary of the Cazenovia, New York, Central School student council writes official notes of appreciation to teachers and citizens who have helped to promote student projects. This is a fine idea. Such a note represents courtesy, gives a pleasing impression, and promotes future cooperation.

Realizing that just here is a great untapped field of important possibilities, school administrators increasingly are capitalizing student assistance in the evaluation of all phases of school life. The usual plan is a faculty-selected student advisory group. This is not a student council. It has no power or authority. Its discussions center around teaching methods, materials, school setting, administration, etc. Undoubtedly, in any school there are students who are quite competent to reflect intelligent school opinion and give wise counsel. School activities would like to present a detailed description of such an advisory committee. If you have one, won't you write it up for our readers? Thanks.

In these words the American Federation of Teachers has come out with a demand for extra pay for additional activities: "In no other occupation is a worker employed to perform exacting and highly technical duties and later forced to render on his own time service often unrelated to the job he is supposed to do."

As we have stated before, there is no logic in adding unpaid-for activity to a teacher's already full schedule. Appropriate compensation, either extra salary or a decreased teaching load, is not only justifiable, but also should be very beneficial to the program itself.

**School Activities**

*Check these suggestions to deal with a perennial problem.*

## **Attaining and Maintaining Good Sportsmanship**

**W.** STUART SYMINGTON, former Secretary of the Air Forces, has expressed the following view of sportsmanship:

"I think America's most cherished national possession is sportsmanship. I choose to define sportsmanship as honest rivalry, courteous relations, and graceful acceptance of results. As a businessman, I can vouch for how badly we need those traits in industry; and as a member of Government, I can vouch also for their need in Washington. America would not be what it is today without competitive sports. They are a part of the fiber of our tradition. Their nationally known products of mental, moral, and physical training, and their obviously great influence on the development of character, are fundamental elements in our heritage. When a young American, though burning up inside, quietly turns away from a called third strike, or accepts without grimace, moan or mutter, the foul called on him for basketball overguarding, he is learning those traits which later make him an asset to his community, to his future business or profession, and to his nation."

Recent publicity has been given to certain aspects of athletic competition which indicates that educators are derelict in their duty when it comes to promoting character, citizenship, and sportsmanship. Too often these educational objectives have been sacrificed for the sake of a winning team. The success of a coach should not be measured in terms of games won or lost, nor should the skills of a few students be exploited for the glorification of a coach, school, or faculty. Neither should they be used merely to provide a colorful spectacle for those interested people who can afford to pay for a seat in the stadium or grandstand.

Comments from school superintendents in North Carolina indicate that there is a lack of sportsmanship on the part of players, coaches, and spectators. The following excerpts from letters indicate the concern of some of the superintendents.

"There can be no doubt that much of our trouble in regard to control of athletics is due

**TAYLOR DODSON**

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Raleigh, North Carolina*

to the fact that superintendents have permitted coaches to make the rules and regulations and have not assumed sufficient leadership. I am not too critical of the coaches because they in turn have been under pressure to put out winning teams and to please a competitive-minded public. All school men are under pressure from community organizations who are often well-intentioned, but in their eagerness to make money for worthy causes have unintentionally exploited boys and girls . . ."

Another says, "The claim that athletics contributes to character building cannot be upheld in the face of present moral standards of athletics. However, the fans (adults) are largely responsible for incidents which cause reflection on sports events."

"Emphasis should be placed on developing a fair-play athletic program. Pressure upon the part of the community for winning teams has its effect upon pupils, players, coaches, and teachers. It seems that a process of educating the public in right attitudes would help as much as developing right attitudes among the pupils."

"I was glad to get your letter this morning concerning the athletic situation within the schools. It has been very evident to us for some time that checking measures must be established or we will be confronted with a real problem. Sportsmanship during the past few years has reached a new low. Believe it or not, it is amazing to what extent some school groups are now going in order to win. It is distressing to know the type of treatment we receive not only at the hands of the team and coaches but also by the spectators in general. The answers I received after writing some of the superintendents in protest have been even more amazing."

At a recent national convention the question arose as to whether sportsmanship was an in-born quality or had to be taught. The consensus of opinion was that sportsmanship must be



taught, and there was a general feeling that the example of coaches, principals, and spectators does more to teach sportsmanship than any other method.

A survey by Walter S. Knox of the College of Pacific indicated that problems of sportsmanship arose relating to the conduct of visiting teams almost twice as often as it did to the conduct of the home team. Sportsmanship problems arose from spectator conduct in twice as many instances as it did from both teams combined. This would indicate a need for educating the public as was suggested by the superintendent who was quoted above.

Some of the reasons advanced for exhibitions of poor sportsmanship include: lack of seating space for spectators, rivalry between schools intensified by newspaper reports, gambling and drinking, lack of faculty and police supervision, poor officiating, and unscrupulous tactics by coaches and players. The solution to these problems is implied in the problems themselves. Specific approach to better spectator behavior has included one or more of the following in different schools:

1. Pupil assemblies with talks by student leaders and local citizens on proper conduct and courtesies to opponents, their teams, pupils, and spectators.
2. Arrangement for adequate dressing facilities for visitors, with someone designated to meet the visiting players and show them to their dressing room.
3. Making seating arrangements so that space is reserved for visitors.
4. Proper and adequate police protection so as to take care of any disturbance.
5. Adequate fencing or other controls to keep spectators from moving too close to playing area.
6. Education of public as a whole on the rules of the game and development of proper attitudes towards game officials. Some schools have operated successful programs in sports by having special clinics where the students and public were invited to witness a demonstration of officiating. A large number of the misunderstandings on the part of spectators are due to lack of knowledge of the rules of the game.
7. The coach, by his behavior and by his control of his players, sets an example in good sportsmanship.
8. Student government committees exchanging visits with opponent schools.
9. Teachers being let in free at all contests, with understanding that they are on duty.
10. Publicity campaigns through radio, magazine, newspaper and television, telling of the advantages and desirability for good sportsmanship. All are working for the same purpose—the best interest of the game and the players.
11. Spotting trouble-makers in stands and removing them—placing their names on file for no admittance in the future.
12. Half-time entertainment by some school organizations.
13. Cheer leaders trained in the proper method of controlling rooting section.
14. Use of student members of the letterman club, who sit throughout the stands to lead student action against rabble-rousers in the rooting section who hinder yell leaders, teams, and officials.
15. Coaches more thoroughly and more impressively acquainted with the importance of their influence on team members and spectators. Have meetings with them prior to the beginning of competition to discuss appropriate standards of conduct.
16. Administrators who take the lead in lending dignity and temperance to hot-headed players, coaches, or officials, to prevent unsportsmanlike occurrences.
17. Newspapers that emphasize evidence of good sportsmanship and call particular attention to games which are played in the spirit of good sportsmanship. Avoid all efforts to build up animosity and ill-will between two schools.

There is evidently a need for all people interested in the welfare of boys and girls to examine the athletic practices which are in vogue in the schools of America. Do they measure up to the standards of sportsmanship expressed by the late Fielding H. Jost? He said, "Sportsmanship is that quality of honor that desires always to be courteous, fair, and respectful, and it is interpreted in the conduct of players, spectators, coaches, and school authorities."

Is the coach who teaches his players mean little tricks to "get" an opponent promoting sportsmanship? Is he doing so when he teaches them methods to use in making sure that the star of the opposing team does not stay in too

long? What kind of sportsmanship is being developed by the coach who teaches the boys that the crime is not in breaking the rule but in getting caught?

The kind of *man* he is should be taken more into consideration than his record of wins and losses in selecting a coach to fill a position. The type and kind of play the coach teaches makes a lasting impression on his players. His responsibility is a grave one. He must remember that the manner in which his players conduct themselves in an athletic contest is a direct reflection of the coach's own character.

Players, particularly high school youngsters, should be taught by their coaches that officials are required for the purpose of protection, to see to it that the game is played according to the rules. The players should be instructed by the coaches that officials are honest, sincere and conscientious in the execution of their duties—without prejudice or favor for or against either team. Coaches should have the proper attitude toward officials and officiating so that by their own example their players will have a better understanding and appreciation of the part officials play in seeing to it that their contests are conducted fairly and properly.

It is well to remember that players on the athletic fields are learning lessons not to be found in textbooks. Fair play, teamwork, sacrifice, respect of opponents, how to give-and-take within the bounds of the rules, all add up to lessons in good sportsmanship.

Rowdy play, rough, unfair, illegal tactics taught to, and practiced by, any team will surely be reflected by poor sportsmanship in the stands. Coached properly, taught properly, the players will acquire a conception of good sportsmanship set by the examples of their leaders. This teaching will be reflected in their play on the sports field. The manner in which a team plays the game, the example of sportsmanship set by their hard, clean play, influences the reaction of the crowd in the stands so that they too exhibit good sportsmanship.

True sportsmanship is really only the application of the Golden Rule. This basically is the living spirit of an athletic program in which opponents and fans treat each other with respect, recognizing that each school and its followers are entitled to the satisfaction of a well-played and spirited performance unmarred by unpleasant incidents.

Coaches, players, and spectators can readily set an example of cooperative, responsible behavior on the playing fields and in their daily lives which will silence forever those who question the moral standards of present day athletes. It will require more than passive "mouthing" of slogans. Good sportsmanship will be attained only by aggressive, positive action of many people possessing the skills to harness competition within a framework conducive to the development of ideals and attitudes which are truly applied religion. "Do unto others as you would have them do unto you."

*This director of the Texas 1951 Student Council Workshop tells here, why every state should have one.*

## Why A Student Council Workshop

**A**T A RECENT STUDENT COUNCIL MEETING, a student council adviser said to me, "I don't know a thing about student council work, but on the opening day of school my principal simply told me that I was to have the student council."

This adviser inherited a council with little or no prestige in the school. The council members had only a faint understanding of the purposes of the student council. There were few materials available to the adviser. He asked, "Where can I go to learn how to lead my council?" At the same meeting, a student who had

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*Sponsor, Student Council,*  
*George W. Brackenridge High School,*  
*San Antonio, Texas*

been recently elected student council president, said, "I am captain of the football team. That's OK. But this president's job scares me—I don't even know what the student council is supposed to do."

This boy had never been a member of the student council. He wanted to do a good job, but he didn't know where or how to begin. I

recently talked to the principal of a small school who said, "I want a council in my school; however, there is no one on my faculty qualified to sponsor or lead a council."

These are not isolated cases. Unfortunately, there are many other students and faculty sponsors who are placed in positions of leadership in the student council, who are not equipped to accept the responsibility. Usually they are proud and eager to serve, but they feel inadequate and unsure of themselves. Too often both student leaders and faculty sponsors start the school year with little or no knowledge of what they are supposed to do or why.

Assuming that student participation in school administration is generally recognized as an essential part of today's secondary school, the student council is an excellent medium through which participation may be achieved. It then follows that if the student council has a place in the program of the school, the council deserves the best in both student talent and faculty leadership. The question then is, "How can we get the best possible leadership?" In many instances strong and efficient sponsor leadership is provided by the administration of the school. In other instances, we find strong student leadership, but weak sponsorship. In still other cases, both student and sponsor are unsure and inefficient. In virtually all cases you will find that both student and sponsor want to be successful and are striving or perhaps groping, for effective student participation in their school.

In one school, student participation in the school administration has been reduced to taking tickets at the football and basketball games. In another school, the sole duty of the council is to distribute the daily bulletins to the home rooms. These people are doing their jobs well, insignificant as they are. They want to be recognized, they want to be efficient, but they are misguided or not guided at all. Neither the students nor their sponsors know what they are supposed to do as a student council. True, in some isolated cases, councils are reduced to this state because of administrative opposition. Fortunately, this is not generally the case, but rather the council leaders are uninformed and untrained.

What is the answer then? I do not pretend to have the complete answer nor a cure-all. I do believe that the solution lies in an effective program of leadership training. Provision should be made for training both student leaders and

faculty advisers after they have been selected. In many cases they will have developed the skills necessary for council leadership; however, there can always be profit from further training. Usually a group effort is so closely related to the ability and prowess of its leadership that training should not be neglected.

Much of any leadership training program should be carried on in one's local circumstances. But there is a supplementary technique that can be used—a summer workshop for student council leaders. The idea of a summer workshop was conceived as a means of training both student and faculty leaders of student councils so that they might go back to their own councils, prepared to do a better job.

In evaluating the first Student Council Workshop of Texas at North Texas State College in Denton, Joan Chatham, a student of San Antonio's Harlandale High School, said, "This workshop is something I shall not forget. I will be a better council member. Our council, as well as the student body, is going to be better because of the training received here."

This comment is typical of the vast majority of the evaluations of both students and advisers. More than ninety-five percent of both students and sponsors expressed the hope that the workshop will be made an annual event.

My first step in formulating a workshop for Texas was to attend the pioneer workshop set up by the Arkansas Association of Student Councils in the summer of 1950. Here valuable ideas and techniques were accumulated, and definite plans were originated. The tentative workshop plan was adopted by the Texas Association of Student Councils at their annual convention as presented, and a workshop committee was formed. Since four state colleges had offered their facilities, Texas Association schools were canvassed for their preference in regard to a site for the workshop. The cooperation of the Hogg Foundation for Mental Hygiene was obtained in formulating the program and financing the services of an outstanding consultant, Dr. Gerald M. Van Pool.

More than seventeen hundred workshop announcements went out to secondary schools in Texas and to members of the Southern Association of Student Councils.

The workshop was scheduled for a five-day session, August 13-18. Through daily general assemblies and group discussions, sponsors and



students became well acquainted with the role of the student council in the development of wholesome attitudes and relationships. Emphasis was placed on proper citizenship and leadership training.

Sponsors and students had ample opportunity to pool individual knowledge and to share experiences for the purpose of increasing the effectiveness of their respective student councils.

Consideration was given regarding constitutions, elections, qualities of leadership, as well as the basic attitudes and characteristics necessary for leadership. Evaluation, student-administrative relationships, student-faculty relationships, and other aspects of student council organization were discussed.

Picnics, dancing, swimming, and a variety of other entertainment made for a well-rounded program of learning and recreation. Daily association with people of kindred interests from all over Texas was another delightful feature of the workshop.

The sharing of kindred interests was fostered further by the very pleasant, convenient housing accommodations in the college dormitories. Students and teachers alike enjoyed this dormitory life. Meals were served in the college cafeteria.

Evidence that other states are interested in initiating a workshop plan of their own is that three Oklahoma schools were represented at the Texas workshop. Certainly no more worthwhile project might be adopted by a state student council association. Such an association can hardly justify its existence if its only effort is to hold an annual convention.

Most states will find their colleges and universities eager to cooperate in a really worthwhile educational program. They will find both students and faculty members anxious to participate. They desire a source of learning on how to lead the student council.

Certainly there is nothing more gratifying to a teacher or educator than the expression of those with whom he has worked that the program was successful. The statement of one student who said, "Here we have learned not only how to initiate plans but also how to carry them out," is an indication of at least a successful beginning of the student council workshop in Texas.

Why not investigate the possibility of such a project in your state? Perhaps there is a solution of your leadership training problems to be found by YOU!

### *How Seemingly Impossible Difficulties Are Analyzed and Overcome.*

## **Success is Attained in the Presentation of an Elaborate Operetta**

**I**T COULDN'T BE DONE because it hadn't ever been done. So the elementary teachers and the music supervisor came to the principal's office with forebodings. Could they give an operetta? "Why yes, of course, you may."

But they wondered. Did the principal know they had read thru various operettas and were fascinated with the possibilities in "Tom Sawyer," which would demand much in characters, scenery, properties, stage, lighting, etc., none of which seemed adequate in the small school. There was a feeling of hopelessness or inability in meeting these requirements. "Perhaps our combined efforts may solve our difficulties"—that was the challenge which everyone seemed willing to accept.

To select, manage, and direct a cast of about fifty elementary pupils in grades one to six out of a total enrollment of about eighty-five is no ordinary task. But to place them on a small,

**CHESTER C. DIETERT**

*Principal, Kankakee Township School  
Tefft, Indiana*

18 by 9 foot stage, with endless properties and four shifts of scenery, is perplexing. The small stage located at one end of a small gymnasium seemed hopelessly inadequate. There were no back drops. The off-stage rooms were hardly big enough to accommodate a piano—what to do with the large cast? There was no way of getting from one end of the stage to the other end via "backstage." A lake scene with actual raft, a sunset scene, a couple of houses, boulders and rocks for a cave scene, a fence to whitewash, and numerous other properties were needed. If these were placed on stage where would the cast be placed? What to do with these properties between scenes?

Two elementary teachers assumed the direc-

tion of the project; the music supervisor was in charge of music and drawing of backdrop scenes; and other instructors from the high school division of the school volunteered to build house fronts, the raft, tombstones for the graveyard scene, and rocks for the cave. High school students helped in designing and constructing the various properties and in arranging and caring for them between scenes. Valuable help and ideas came from a florist and an electrician in a near-by town. Thus the venture became a truly cooperative affair involving the entire community.

Costumes and minor properties were made by parents and children under the supervision of the teacher directors. Some of these were painted with luminous paint by the children.

A roll of heavy paper, nine feet by thirty-six feet, was secured from the Garrison Wagner Co. of St. Louis. This was cut in half (18 by 9 ft), placed on the gymnasium floor and the music supervisor drew the backdrop scenes in chalk—a general scene, the sunset and lake scene, and the cave scene. A couple of high school students were assigned to change these improvised backdrops between scenes. Lacking proper facilities these scenes had to be rolled and unrolled carefully by hand at every change of scenery. Also, since scenes were drawn on both sides of these backdrops the sheets had to be reversed as needed.

Tombstones were cut out of paper boxes in various designs and painted ivory Kemtone with black lettering to simulate gravestone markings. Rocks and boulders were designed by using large sheets of heavy wrapping paper (or sisalkraft paper discarded by commercial firms) and shaping this around old discarded chicken wire netting. These were varnished and sprinkled with sand or gravel before dry. Under lights these "rocks" looked very realistic, but they were light and easy to handle between scenes.

Two house fronts were formed from sheets of one-fourth inch plywood, complete with roof effects, windows, and even window boxes made of card board. The raft consisted of two platform boards about two feet by seven feet with a piece of one and one-fourth inch pipe between the boards to simulate the rocking motion as in water. The lower platform of the raft was mounted on rollers from a pair of old roller skates to facilitate easy quiet movement on the stage.

The scene requiring approaching darkness presented an almost insurmountable difficulty. There were no funds to buy the expensive apparatus usually used. Lighting facilities consisted of footlights on two circuits and overhead lights. In addition there were two 400 watt spotlights without dimmers. An electrician was consulted. He volunteered to build a dimmer device with elements for electric heaters used as resistances. Thus there was provided a four-step dimmer set-up without rheostats or expensive apparatus. These spotlights were placed in the gymnasium at the two corners of the stage. For the sunset and lake scene and for the cave scene different colored screens were used with these lights to secure the desired effect. The blue color of the spot light against the blue water of the lake in the backdrop with the raft moving slowly toward center stage produced "Ahs!" from the audience as did many other scenes throughout the performance.

"It couldn't be done, but we didn't know that, so we did it." The performance was a grand success from every standpoint. The cast, catching the spirit of cooperation permeating the whole production, performed excellently. One patron remarked that she had attended school programs at Kankakee Township School for twelve years but never had she seen anything like this. This was tops. In fact, the performance was superior to similar affairs given in much larger schools with excellent physical facilities. A recording was made of the whole program.

What are the values and results of an experience like the one described? Kankakee Township School discovered the following:

1. Lack of facilities need not keep a school from giving a program it might wish to give.
2. Cooperative effort can solve most production problems.
3. Pupils and teachers come to understand each other in trying to solve a mutual difficulty.
4. There is joy in creative effort and achievement, even though it be only the building of a simulated tombstone or boulder.
5. Public relations with the community will be improved and more interest in the school will be built up thru a cooperative task well done.

6. A small school really has an advantage over the large school—the pupils learn more about problem solving. The challenge is greater—the performance may therefore be better.
7. Almost immediately there could be sensed a new and better spirit among both students and teachers. A new zest and a feeling of achievement was evident. Both “tired” teachers and “dull” students walk with a new spring in their steps.

## Group Sponsors

**RUTH MAYNARD KELLER**  
*Co-Sponsor Student Council,*  
*Cazenovia Central School*  
 Cazenovia, New York

**A** RECENT ARTICLE, “A Success and a Failure,” by Roy C. Turnbaugs, in the September issue of this magazine has caused me to look over the outstanding impressions of a twenty-five year period of sponsoring and observing sponsors.

There seems to be several ways in which sponsors “get that way.”

1. Appointment by administrators
2. Self-appointment
3. Volunteer appointment
4. Group election or choice

Any one of these methods may breed good sponsors provided that the purpose of the activity and the duties of the sponsor are clearly enough defined and there is a willingness to undertake the responsibility involved.

There are several ways of understanding “sponsorship.”

1. The progenitor and perpetrator of an “idea” (which he particularly favors) may interest or try to set in motion favorable thinking toward an idea as a project. Thus he is a sponsor. He who does this may find the thing taken on to please him. He then becomes motivator, chief adviser, source of information, and judge. This may work out well unless unforeseen angles spiral into nuisances. Then the motivated interest may be curbed with the necessary discipline involved.
2. The policy may be to ask a teacher what he can do in the extra-curricular program. The

possible activities are listed with others for students to choose from for a term or year’s program. Then, if a group shows interest, the person becomes mainly the one to outline purposes, aims, time requirements, and possible program. It is then the group’s democratic right to consider the part it wants in the possible outlines. The teacher or personnel becomes chief adviser mainly. The success or failure will depend upon real group interest and the group choice of leadership within the group.

3. A list of possible activities may be made up in the guidance or administrative offices and volunteers asked to “head-up” the offerings for pupils. The volunteer must then inform himself so that he may explain and motivate much the same as the self-appointed sponsor. His duties become mostly those of chief adviser.
4. A group already sanctioned and running well may have a policy of election of the sponsors. One so chosen finds a position somewhat different from that of the other sponsors. He must learn what his duties are before accepting the sponsorship. If he accepts in light of his duty then he must acquaint himself with the aims, projects in hand, and work over the past before undertaking the work of the current year. Many times the person who feels most inadequate at the beginning will become the best of such sponsors.

Regardless of the definition or the manner of choice, much of the success or failure of any group activity will depend upon the smooth working together of students and sponsor. Observation has taught me that for this happy state of affairs, sponsors of successful undertakings:

1. Are available to their group members even if it is inconvenient.
2. Are dependable—working on the principle “a man is as good as his word.”
3. Have a sincere interest in the group, its members, and its projects.
4. Indicate by example: industry, interest, sincerity, promptness, etc.
5. Keep informed and “abreast of the events” concerning its own group at all times and about similar groups in so far as it is possible.
6. Are willing to point out good and bad impartially in matters brought to their attention.

*A story of the development of successful student leadership and participation.*

## **Developing Student Leaders in the Classroom**

**I** HAVE BEEN ASKED to write about student activity in my English classes. Those of you who have no trouble electing satisfactory leaders for your classes or no trouble inducing students to participate in classroom activities need read no further.

In my classroom the student leaders have the responsibility of starting the class, as well as taking over the conduct of the recitation in case I am called to the door or out of the room.

Each class has three officers: president, vice-president, and secretary. At the beginning of each semester the students are asked if they wish to have class officers. Usually they like the idea. We talk about good followers as well as good leaders and discuss the benefit to them of such experience. We stress, among other things, the value of gaining self-confidence, poise, a sense of responsibility, and training for future citizenship. I tell them that we will spend the next few days becoming acquainted with one another and suggest that they find out as much as possible about their classmates, their previous offices, and their responsibilities in school and out of school—church, Sunday school, home, and community life.

Two days before election we have a general discussion of what they have found out about one another's experience as leaders; what makes a good leader and a good follower; the folly of voting for a student for a personal reason (just because he is a best friend, has curly hair, drives a good looking car, etc.)

Then I appoint a nominating committee which presents its slate the following day. As the nominees are presented, they leave the room. If anyone wishes to speak on behalf of a candidate, he has the opportunity of doing so. I, myself, give a little pep talk about their voting for a student of whom they will be proud, should he be in charge when visitors walk in unexpectedly. I try to put across to the class that we want a student who is regular in attendance; one who will have the most weight in keeping order; the one with whom the class as a whole will be most likely to cooperate in case I should be out

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of the room. By this time the youngsters are thinking about their potential officers in a serious way, more or less, and are ready to vote. They vote orally more often than by ballot. Generally speaking, I have found their choices sound.

Each officer comes to me privately, at which time I give him his instructions, stressing the importance of getting a good start.

Next day the officers take over the class. When the last bell rings, the president calls the class to order; tells them to copy the next day's assignment from the board; and asks them to put their home work on their desks, which the monitors (previously appointed by the teacher) proceed to check. While this work is being done, the secretary is checking the seating chart and writing down absentees on two lists, one on my sheet prepared for that purpose and one in the secretary's book (Of course, I verify the list, but her doing it first, cuts down on an instructor's time). If, because of absence or for any other reason, a student fails to have his home work, he indicates the reason on a slip of paper which he hands to the monitor, who gives it to me. As the other preliminaries are being directed by the president, I have a few moments free in which to talk with individual students about their work. They learn from me or the secretary the assignments that were made during their absence.

During the time the students are in charge I often am just a "visitor," sitting unobtrusively on a back seat or in some other part of the room.

When the president has finished, he turns the class over to me, and we go right ahead with the lesson or discussion of the next day's assignment.

If I am called to the door or out of the room, the president or vice-president automatically comes up to sit at my desk and takes over. On occasions I have told the pupils that I purposely left them on their own to see how well they

could do without an adult. Not always, of course, but usually, they accept this responsibility rather well. One can sense, when one returns, whether they have cooperated. If I feel that some have not, I always make the comment that I wish to compliment those who did cooperate, which seems more effective (human nature being what it is!) than making a comment about those who did not.

All of this sounds as if the time consumed is greater than it actually is. The time allotted to the officers is not over five or ten minutes. The

teacher would take up practically the same amount. Doubtless other teachers have different methods of promoting student participation in the classroom which may be more profitable than the one I use, but I have gone into detail in describing my procedure, because I have found it very satisfactory. Some classes do better than others, but I have yet to find a class that has not benefitted to some degree from this type of activity. In my experience this method of developing student leaders has proved worthwhile for both the student and the teacher.

## Planning the Affirmative Rebuttal Speech

**RESOLVED:** That all American Citizens should be subject to conscription for essential service in time of war.

It is a serious mistake for debaters to take the attitude that there is no way to prepare for the rebuttal speech. They know full well that it is possible to read and study the debate subject and then to prepare a written constructive speech. They spend many hours preparing their constructive speech and then enter the debate contest in great fear of what will happen to them in the rebuttal division. There is really no need to be paralyzed by this fear of the rebuttal. Make your plans to be just as successful and effective in this part of the contest as you are in the constructive section.

Preparation for the rebuttal speech differs greatly from that of the first speech of each debater. In the opening speeches the contestants prepare their arguments to follow a definite line of reasoning and to establish a given set of contentions. Anything that interferes seriously with this process of establishing their total case must be dealt with in the rebuttal speech. If one of their main points is broken down by an opponent, then it must be built back up in the rebuttal speech.

By far the most lively and interesting part of the debate is the vital clash which comes in rebuttal. At that time the debaters are attempting both to tear down the arguments of their opponents and to rebuild their own arguments that have been damaged. New and interesting facts and arguments will be presented, and the debate takes on an altogether different mood than was the case during the constructive speeches.

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An important step to take in beginning your preparation for the affirmative rebuttal speech is to make a list of about ten major arguments that are essential to the establishment of your contention that all Americans should be subject to conscription for essential service in time of war. Then take each one of these arguments and make an outline of the various ways you would defend this argument and re-establish it after your opponents have made their attack upon it.

This outline of your method of defending each one of these ten vital points should be studied constantly. When new evidence is uncovered, work it into the outline if it is pertinent. Be sure that you use as much new material as you can get to give sparkle to your rebuttal arguments. Almost constant re-examination of the outline of rebuttal points will keep you ever ready to present these rebuttal points when needed.

Once you have selected the ten most vital points in your case that must be defended, if you are to win the debate, and you have outlined your rebuttal arguments, you are ready for some additional preparation. You should practice the effective delivery of these vital points. Many debate coaches feel that you would be wise to practice this delivery of the rebuttal speech in front of a mirror until you are personally satisfied that you are effective. It will then be well to practice in front of your immediate friends, taking their suggestions for improving your delivery. When



you can convince your friends that your delivery is effective, you will have gone a long way toward developing an effective method of presenting your case.

In the delivery of any individual point in rebuttal, remember that you always take four important steps. They are: (1) Copy down the statement of your opponent just as he has made it; (2) When starting to refute, quote your opponent exactly; (3) Then give your arguments refuting the point that has been made by your opponent; and (4) Clinch your argument, showing how your refutation has strengthened your own arguments and has weakened the arguments of your opponents.

This general method of delivering a rebuttal speech should be followed for each point that is refuted. At first the debater will labor through each of the four vital steps, but practice will soon enable the student to cut and combine these steps in such a manner that their rebuttal speech becomes an effective running set of arguments that are both pleasing and effective.

The actual arguments that will have to be attacked in rebuttal can be anticipated with about 80 per cent accuracy. This being the case, there is no reason why the debater cannot prepare for these arguments well in advance. This early preparation will leave all remaining time open to the debater to plan his on-the-spot refutation for the other points that may come up on the contest.

#### **MAJOR POINTS OF STRENGTH OF THE AFFIRMATIVE IN REBUTTAL**

If the affirmative debater wishes to make advanced preparation for his rebuttal speech, he can prepare a set of rebuttal arguments that will be of value in practically every contest. When starting out to prepare such a set, the following suggested arguments may be of value. Of course it must be remembered that additional points of affirmative strength should be noted and the debater should prepare to use these strong points in his rebuttal speech.

Simply because we have won every war in which we have engaged, without resorting to conscription of civilians, does not mean that we should not adopt the plan now. One of the important arguments of most negative teams will be that the federal government has won every war in which it has engaged without the

use of conscription of labor. This very argument should be used by the affirmative to strengthen their own point of a need for conscription of all Americans for essential service. Show that the need for conscripting manpower has followed very closely the development of the system of conscripting for military service.

Up to 1860, an American would have said, "Our country has won three wars without conscripting men for military service." During the Civil War, and later during the two World Wars, it became necessary to resort to the draft in order to raise an army strong enough to win the conflict. As conditions changed, we shifted from the voluntary method of raising an army to the compulsory method. Although there was real opposition to the draft when it was instituted, we feel that a large majority of our people would vote today to maintain military conscription in the event of war.

This same situation will develop if we have conscription of all Americans for essential service. At first, there will be a great number of objections to the plan. Soon, however, the people will realize that the conscription of labor is the fairest and most efficient way to provide the workers needed to keep our production up in time of an emergency.

At the present time and for at least the next ten years our labor supply will be critically short, especially with regard to young workers. If the United States were called upon to engage in a total war today, its most serious bottleneck would be the lack of workers, especially among the younger persons. We actually have 1,300,000 less people between the critical ages of 15 and 24 today than we had in 1940. This means that in the event of war almost all of the young men in this age group would have to be taken for military service as they reach age 18. This would leave the nation in a position where it must secure its labor supply from among the older workers. It is much more difficult to get older workers to shift jobs without some form of compulsion.

Never before in our history have we experienced the decline in our population that we now have among our young people. During the depression, our birthrate hit a new low for this country. We are now reaping the results of this low birthrate of the depression days and will be

forced to resort to the conscription of labor in the event of war.

When forced to do so Great Britain adopted a system of compulsory national service that was highly successful. In many respects the history of the movement toward the conscription of labor in Britain is similar to that of the United States. Britain had never resorted to such a system, but with the fall of France, the emergency was so great that the Minister of Labor was empowered to direct any person to perform any service for which he was found capable.

In the event of another war, there is reason to believe that it will be of a serious enough nature that the United States will be forced to the limit of its capacity to produce materials of war. When the situation develops, we will be forced to adopt a system of conscription for essential service. Why not make the plans now for the adoption of a system that is practically inevitable?

The methods and devices that are available for increasing available manpower in this country are not adequate. A number of proposals have been made for increasing the productivity of the nation in the event of war. Most of these proposals have merit. We are in favor of such schemes and the return of about 250,000 men over age 65 to industrial production; the allowing of 150,000 young men and boys in the age group between 14 and 19 to enter industry; the use of handicapped persons for certain jobs; and the constant increase in the number of women in industry. The technique of splitting of highly skilled jobs into a number of semi-technical jobs is also a valuable way to spread out our productive power. The trouble is that these devices are not enough to enable us to solve our problem.

In the event of a total war, we would be forced to even more drastic measures in meeting the production schedules demanded by our military groups. The needs of both the military and our civilian population would only be met by the conscription of all Americans for essential service.

If we do not conscript all Americans for essential service, the cost of increasing wages in order to induce workers to take war jobs will be too great. We feel that the affirmative plan must be adopted in order to protect the nation against an ever increasing cost of defending the

nation. With employment almost 100% for the nation, workers are getting good wages and usually satisfied with their incomes. This means that the only way war plants can get needed workers is to pay higher and higher wages. Such a system is conducive to more and more inflation.

In 1940 we had about 8 million unemployed people. Since these people were anxious to get jobs, they took employment at reasonable rates during the first two years of the war. The existence of this large group of unemployed people served as a threat to keep down other wages during this period. In the event of a war now, we have wages at an all time peak, and we could not afford constantly to be increasing wages in order to induce workers to take war jobs. The nation's needs could best be served by conscripting all Americans to do the things most necessary in our national economy.

All workers reach a point where even increases in wages will not shift them to essential jobs. Just as even the rich man often reaches the point where he will not work any harder regardless of how his income may increase, so the worker also reaches a point where wage increases will not cause him to change employment. With almost all wages high enough for the worker to live satisfactorily, there is really no reason to change jobs. Housing is often uncertain in areas of great employment, and this deters workers from making a change.

If conditions develop that make it almost impossible for defense plants to induce workers to shift from their present jobs to defense or war work, then conscription and the forced moving of workers to the areas where they are most needed will become necessary. It is the opinion of the affirmative that conditions are such in the United States today; that conscription of all Americans for essential service will be necessary in the event of war.

The control of the movement of labor to points where most needed will be vital in next war. If we can believe the reports of the experts, we can expect to see many large industrial areas bombed into a condition of uselessness in the event of war. In the event this happens, it will be necessary to transfer workers to the areas where their services are most needed. Little thought will be given the problems of family adjustment or housing. The worker will be shifted to a point where his services are needed just as the soldier is shifted.

The only way that we can secure the quick and accurate distribution of workers to areas where their service is really needed is through the adoption of the affirmative plan of conscription of all Americans for essential service. No voluntary plan will work in an age of atomic war.

The increase in the productivity of labor has not been great enough to solve our problems of manpower. While we are willing to admit that the actual productivity of the individual American workman has increased 65 percent since 1929, we still maintain that we will have a manpower shortage in the event of war.

While the productivity of the individual worker has gone up 65 per cent, the total number of hours required to build a bomber or to manufacture a large gun has also increased

greatly. It now takes more civilian workers to keep a soldier supplied in the field than it did ten years ago. The increasing technical knowledge and skill that is required to make munitions and instruments of defense will wipe out any advantage we may have had through the increased efficiency of our workers.

Harold E. Gibson's fourth and last article in this series—Planning the Negative Rebuttal Speech—will be released next month.

Education is more than just the things we learn in classrooms and from textbooks. It covers learning acquired in any way. No facts ever originated in a textbook; somebody had to discover it before it could be written about. Experience itself is an education.

—Great Lakes Bulletin

*Parliamentary procedure is often abused by being made a match of wits, says this author.*

## Parliamentary Law - Slave or Master

PARLIAMENTARY PROCEDURE is a necessary device intended to insure orderly activity in carrying on the business of a group. Every chairman should know the basic rules of parliamentary law. Without it, he lacks his most useful tool. Without it, the legality of every move is questionable. One purpose of every student council should be to teach students to carry on a meeting with efficiency and dispatch. The council members should know enough parliamentary law to insure an orderly and effective course of action in their meetings.

With this education in the mechanics of group meetings should go the ethics concerning their use. When the emphasis on procedure becomes so pronounced that it interferes with the completion of the business at hand, then it is time for the sponsor or student leader to evaluate the results and to strive for a more equitable emphasis.

No one would suggest that parliamentary procedure be abandoned, but most would agree that a knowledge of the rules should be used to expedite, and not to delay, activity. Too often we have seen needless bickering and petty arguments over routines use up valuable time that was needed for constructive legislation. This is especially true at conventions, where a

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few individuals can flaunt a knowledge of technical rules to the detriment of the program.

Of course ignorance of the proper procedure can, and will, ruin a meeting just as quickly as overtechnicality can slow it down to the point where nothing can be accomplished. There must be a middle ground of optimum usage. When an individual or two can defeat the evident will of the group by delaying actions, then parliamentary law is no longer serving the purpose for which it was intended. The answer to such an argument is naturally that if every person knew every rule in the book, it would be impossible for a few so to maneuver a whole group. This utopian situation would be impossible to attain.

All councils could, and should, teach as much as possible about parliamentary law, but they should not necessarily go into all of its ramifications at a time when the main purpose of the meeting is to find the true feelings of a group

when action is necessary and time is short. The primary purpose of a convention or conference is to accomplish worthwhile aims of the organization and not to display a knowledge of obscure or irrelevant rules of order on the part of the delegates. While this writer does not advocate repudiation of regular procedures under stress, he would emphasize that council activity should teach the members that such rules were made for the purpose of expediting work and not as a plaything to be used for the amusement of the participants.

Recently, a group of adults and students realized that their organization was hampered by archaic limitations which all agreed should be rectified. To aid in this reorganization, they secured the services of a nationally known expert in their field at a total cost of over six hundred dollars. The entire day was spent in wrangling over minor differences in procedures. The wishes of the group were obvious, but at no time was the group in agreement as to legality or proper procedures. (The leaders of this group were college graduates, each of whom was trained in parliamentary law.) At the end of the day, the expert returned to his office, the delegates returned to their homes, but the organization had failed to attain any of its goals.

The perversion of parliamentary procedure at the U. N. meetings has done much to impress upon the minds of youngsters that mechanics can be used to defeat action as well as to aid it. No doubt the Russians could point out that they have been within their legal rights, but just as surely the people of the western world could show that ethics have been violated in that the expressed desire of the group has been

circumvented. The relatives and friends of those men meanwhile dying on battle fields would be little consoled by the fact that the U. N. meeting had been a spectacular display of all the facets of a well-polished parliamentary procedure. The world would be much better today if those men around the council table were imbued with the desire to get an honest reaction of the delegates and to proceed to an orderly settlement of differences.

The situation is much like the one that confronted two tourists. Both men were photographers. Both knew the elements of good camera technique. One was a realist, while the other was satisfied with nothing short of perfection. They both saw the figure of an antlered deer silhouetted against a flaming sunset. The first tourist called upon his experience to decide upon focus and lens setting, lifted his camera, snapped the shutter, and got the picture. The second cameraman had this same information, but he wanted to get detail in the picture of the deer, so he took out his light meter and endeavored to take comparable readings so as to satisfy the exposure settings for both parts of the scene, opened his gadget bag, adjusted his range finder, set his lens, unpacked and set up his tripod, fixed his camera—but the deer was gone and the sun had set.

Would that indicate that it is folly to learn all that one can about his camera and the use of all devices that go with good photography? Emphatically no! But it does indicate that one should learn to use his tools with common sense, employing them to his advantage rather than becoming enslaved by them.

### *How to develop student pride in usage and care of buildings.*

## **Student Care of the School Building**

**A**MONG THE MANY PROBLEMS confronting principals, superintendents, faculties, and boards of education of our schools is that of keeping the school buildings clean and free from pencil marks, drawings on walls, carvings on desks or chairs, and similar defacing of school properties.

Several methods have been tried in the process of eliminating these acts of disfiguration of school properties. School officials spend lots

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of time and energy in working on suitable procedures to prevent such practices, and in getting these ugly marks removed.

Most people will agree that a part of the marking of walls and desks is accidental. Even

so, the damage is there, and the surface looks as bad as if it were intentionally done. Others will agree that defacing of school property occurs through carelessness. If a student, while passing from classes, holds a pencil in hand with lead held toward a wall, it is likely to make a mark on that wall. This is carelessness. It may be accidental also, but there is a difference between an accident and carelessness.

Others will further agree that some defacing of school property is deliberate and willful. Any student body is apt to have a few members who are bent on destruction simply for the sake of destruction. That kind of thing goes on outside of school, and it is reasonable to expect that these students will not reform abruptly just because they enter a school.

This in a general way represents the three main types of students who cause housekeeping difficulties for administrators and others. The type of students who willfully destroy property is the most difficult to deal with, though by no means should the careless student be unrecognized.

The cost of man-hours and materials for removing unsightly marks from walls and furniture of the school is stupendous. This is especially true in an old building, where through the years an accumulation of marks, names, and other defacing factors have been allowed to develop. In addition to the cost in labor and materials, such a condition creates an attitude of indifference on the part of the student body. It creates in students a feeling that if the property is disfigured someone else will "fix" it up. It also precludes the development of an attitude that the building belongs to the students, since someone else takes the responsibilities for keeping it in good repair. There is also not much of an opportunity to develop a feeling of pride in one's property.

The Du Quoin Township High School building was constructed in 1906, and an addition was made in 1928. Needless to say, a building of that age requires constant repair and upkeep.

For years the building was neglected. The walls had been painted years before, but they were dirty, dingy, and cracked. The floor was oily and dark. The lighting system was poor, even in the classrooms, while the halls were like a dungeon. The woodwork had been varnished, but the varnish was cracked and rough.

Three years ago, the principal and board of

education undertook a job of rejuvenating the building. They first began by giving the classrooms a general overhauling. The walls in each room were painted a new color. The floors were sanded and varnished, and new blackboards were installed. Some floors were covered with tile.

In the halls, a similar type of improvement was made. The walls were replastered, the floors were covered or sanded and varnished.

This program is still going on around the school. The building has taken on a better appearance and is now a bright and cheery place, whereas before it was depressing and dark.

What does all this lead up to? It is this. The student body has caught the spirit of cleanliness and orderliness. Where before there were marks on walls and carvings on desks and chairs, there are now practically none.

An interesting part of this whole thing is the development of wholesome attitudes on the part of the student body toward their school. Virtually all of the student body now cooperates in helping to keep the building clean and orderly. In addition, many of the members of the student body are actually promoting clean-up campaigns through poster displays, and through appeals by word of mouth to their classmates. This is a desirable student attitude, for any program of care of school property must come from the students themselves.

Here are two examples to illustrate student feelings on care of school property.

A group of senior girls, having noticed marks on the painted walls along a corridor, asked permission of their homeroom sponsor to remove the marks by washing the walls. The girls made posters and placed them on the cleaned area. More than a month has elapsed, and no marks have appeared, where before numerous marks had begun to appear.

The second activity was one sponsored by the student council. This consisted in a personal appeal by members to the homerooms. This was followed by poster campaigns. These posters were made by the art department and are proving to be hugely effective.

Thus, the care-for-school-property program is progressing nicely and is producing results far beyond expectations. If students are directed properly and have real school spirit they will care for and respect all school property, for it is theirs.



*Political Parties push new ideas and knit an effective organization.*

## How Our Elementary School Council Grew

**F**REQUENTLY THE QUESTION ARISES, "What is the function of a student council?"

It certainly is something vastly different from that old conception of a group of students making laws which others must obey and which laws were often broken, perhaps, because of a totalitarian idea. In a few instances educational crime has been committed by abandoning this undesirable philosophy and jumping to the other extreme—the teacher-dominated council.

Many derelictions are due to the fact that persons occasionally must accept responsibilities for which they have had no training. One can envisage failure in the democratic way of life if his training is given in an autocratic school.

The student council is one of the organizations in the elementary school which affords pupils a golden opportunity to practice democracy. Since it emphasizes the democratic process, it is an organization through which a child may develop mentally, morally, spiritually, and socially; while, at the same time, he contributes to the maximum growth of his school. How does a student council in the elementary school enable a pupil to realize growth in the areas mentioned above? For a partial answer, let us take a look at the student council in Public School Number 29, Wilmington, Delaware.

### Getting Organized

In the fall of 1948, an inexperienced but interested teacher accepted the responsibility for organizing a council in this school. Hoping to gather some helpful ideas, she held several conferences with the principal and the faculty council. The library books which she found on this subject all pertained to the student council as a secondary school organization. After combining her ideas with what was shared through other sources, she presented her project for consideration. Following are a few highlights on the plan which was accepted by the faculty and student body:

The student council will act as a steering committee of all other student organizations, evaluating their work so far as they are able.

The council's main function shall be in an advisory capacity and they shall feel free to sponsor through the proper course whatever campaigns or projects they feel will help improve the school.

**ELDRIDGE J. WATERS**  
*Principal of Schools, 5-20 and 29,*  
Wilmington, Delaware

The membership shall consist of two pupils—one boy and one girl from each home room of grades 1-6. These members will be elected democratically by the home room pupils under the supervision of their teacher. Elections are to be held each fall simultaneously with local elections.

Officers of the council shall be elected by popular student vote in this manner:

- (a) Members of the council will divide into two political parties, each of which will make its ticket and its party platform.
- (b) Following the primaries, there will be the usual campaign during which time the party candidates will make their speeches to the students.

### The Campaign Speeches

The two parties formed are now traditional and each year the student body anxiously awaits the platform speeches of the optimist and the collective parties, candidates for office. An indication of what the council attempts to do is found in these characteristic platform promises:

"If my party is elected, I will see that each child who is home because of illness receives a get-well card from the school.

"I will see that we have one of the best safety patrols in the city.

"We should and must have a school paper; my party promises to get one started.

"We shall see that more attention is given to the beauty of our school yard by encouraging use of the receptacles placed on the grounds for trash and by encouraging the forming of clean-up squads to remove unnecessary trash from the yard.

"We believe that good behavior and good manners are essential for success and we will encourage all pupils to make School No. 29 known by our good manners and behavior in all places.

"We shall see that visits are made to pupils who stay home for no good reason and we shall encourage their attendance."

### Are Campaign Promises Kept?

How gratifying it is, once the election is over to see these youngsters forget political parties

and immediately unite to effectuate some of the promises!

During its first year, health was emphasized in all the council's campaigns. "The Smiles Have It" was the slogan during a period when care of the teeth was emphasized. In all rooms, special attention was given to teeth inspection. The council obtained from the school nurse, certificates which were awarded to all pupils whose teeth were cleaned or who had any type of dental work completed during those weeks. Following this there were campaigns on posture, nutrition, care of the eyes and ears, and a good mind and nervous system. The culminating activity was a display at the city Administration Building entitled "Ship of Health." In each sail of a ship was one of the campaign slogans.

There have been noteworthy accomplishments other than the successful campaigns. The welfare committee is active; its policy of sending get-well cards to pupils absent because of illness or accidents, and the sending of Christmas cards or gifts to former schoolmates who are confined to sanatoria has improved public relations immensely. There are clean-up squads who perform their duties with pride, and through working cooperatively with the council, the safety patrol is an improved organization.

### Where Are We Going?

Basketball presents some very serious problems for those of us who are concerned primarily with the use of the game not only as a sport, but also as a means of practicing good sportsmanship and fostering pleasant relations among schools and communities.

Scandals among college and university teams, the playing of games in places where gamblers can operate unmolested, and the actions of coaches who incite players and spectators, constitute conditions that have become almost intolerable in some instances. Add to these conditions the utterances of a few coaches who still think the chief aim of university basketball is to get to play in Madison Square Garden, and those who endeavor to defend the actions of the coach who parades in front of the bench, shouts at the officials, and even goes on the court to question their judgment, and the situation becomes almost impossible.

There is not much doubt that the gamblers have become too much interested in basketball. To

us, there is also little doubt that the build-up for games in New York has been the cause of much of the trouble. This is the business of our high schools, as well as our colleges. When we listen to coaches who would like to make basketball a year-around business whose lure at the gate is important to the extent that it enables them to entice high school players to enroll in their schools, and trips to New York and other places are among the principal inducements, then it is time for those who claim to lean toward the side of reason and sanity to become seriously interested and demand to know where we are going.

Some of our high school coaches and administrators are trying to ape the circus performances of their elder brethren in college circles and it is too bad that it has required a scandal involving gamblers who tamper with players to even begin to bring us to our senses.

We have been criticised by outside promotional agencies and some non-thinking members of the public athletic fraternity for the restrictions placed upon the playing of high school games away from their own courts, except by special permission and under approved supervision, the presentation of prizes and awards by outside agencies, and a restriction upon the number of games played. Only when basketball is better controlled so that we may look up to college coaches in general, rather than have to apologize for their actions, can we expect to get any help from them. It is a sad state of affairs when the high schools of the country have to go on the defensive when dealing with their own colleges that are supposed to offer advanced courses in the very subjects of good sportsmanship and pleasant relations which should be the most worthy aim of any activity sponsored by an educational institution.

—Editorial in *Kansas High School Activities Journal*

• Democracy as a way of life holds fast to these abiding elements: Its respect for human personality, its insistence on the fullest freedom of belief and expression for all citizens, its principle that all should participate in decisions that concern themselves, its faith in reason, its deep obligation to promote human well-being.—*Higher Education for American Democracy—The People's Power*

# ASSEMBLY PROGRAMS

## for December

*"Christmas is a coming and the geese are getting fat;  
Please put an idea in the program planner's hat!"*

This could well be the parody of the month for the auditorium director. During the yuletide season noble intentions for the school's assemblies can easily go astray. The weeks preceding Christmas are crammed with plans by the students for vacations, church programs, dramatic and musical productions, as well as class assignments and tests. Little time is left for actual rehearsal with complete casts on hand.

On the other hand, the enthusiasm which prevails during this season can effect a certain dispatch in preparation. Most schools maintain fine traditions with the presentation of December assemblies which work out especially well for a particular locality's needs and interests.

The following skeleton ideas have resulted in successful December programs flexible enough to be altered to suit varying age levels of audiences as well as available facilities.

### I. The Christmas Play.

In many schools the dramatic department presents a Christmas play for the school assembly as a final dress rehearsal for the public performance. Three plays which—however old—have spelled successful runs whenever produced for either student or adult audiences are *Dicken's Christmas Carol*, *The Birds' Christmas Carol*, and *The Story of the Other Wise Man*. The latter, by Henry VanDyke, can be adapted into a simplified pantomime-narration play. It is suggested that the narrator be costumed as a character of Biblical times and seated in a "tower" built around a step ladder. The tower can be appropriately painted. (In each of the plays mentioned there is great opportunity for background music prepared by the school choir or orchestra, or both.)

### II. The Music Assembly.

Music and Christmas are "in effect" synonymous. During the Christmas season especially, the music department comes into its own. Whether used as background for a play; whether seated in the balcony, or costumed in choir robes and holding lighted tapers as walking down the aisle—it is the music which completes the Christmas program.

A device which adds color to the choir as-

**CAROLYN LILLIBRIDGE**  
*Shorewood High School*  
Shorewood, Wisconsin

sembly is one which involves costumes, but which does not necessarily involve rental expense. Adding a yuletide atmosphere to the singing, the choir is attired as carolers of the Dickens' period. To "home assembled" costumes the boys add colorful mufflers and mittens, the girls wear an assortment of bonnets and fur muffs, and all carry hymnals as they walk up the steps leading to the stage. During this entrance they talk gaily to one another. A street lamp of nineteenth century design is used as the only property on stage or platform. Gathering around the lamp they are given the cue to start by their director, and thus the program begins. Between songs of a light vein the gay chatter resumes. At the close of the program the carolers sing as they walk down the steps and up the aisle in small informal groups.

### III. The Exchange Assembly.

What better time to promote public relations among schools than during December when all schools are preparing a Christmas show of some type? An invitation to a neighboring school for choir, orchestra, dramatic club, or band to present an assembly brings interesting entertainment and good will as a result. In the event the invitation is accepted by a rival school, so much the better! Positive publicity through home room notices and posters promotes a friendly spirit to welcome the visitors. If a committee from the student body greets the performers before the assembly as well as thanks them after the show, an even more personal touch is added.

### IV. Christmas Readings.

It is a tradition in many schools for students to present Christmas stories, poems, and short skits at an assembly during December. The Christmas story or dialogue might be worked into the type program Charles Laughton has made so popular in recent years. Laughton's "Quartet" of readers might be paralleled by high school students reading from Dickens, the Bible, or plays. This type assembly can be enhanced by a harmonious

stage setting. One setting which can be student executed is effected by placing Christmas trees of varying sizes in an attractive arrangement on stage. Spot lighting these trees adds depth to the setting. A snow scene with a church in the background is just one of many variations using this idea. Candelabra or a cross can be used in place of the church as centerpieces. For

a light or gay program the trees might be strung with popcorn coils and colorful bangles and light. In this case, a life-like paper mache snowman or St. Nicholas can be used as a focal point.

It is hoped that the spirit of Christmas so disarms your December audience that your whole yuletide season will be the richer for it. A successful December to you all!

## More Assembly Programs for December

Rich with folk-lore heritage, December is a heyday for holiday assemblies. The festival of Christmas with its spiritual and symbolical meaning suggests the richness of American life. Over-emphasis of present-giving needs to be replaced by teaching to give thoughtfully, to receive with gratitude and to appreciate the story of man's struggle for truth. December's sign is the star; its stone the turquoise.

December assemblies give opportunities to present simple lighthearted gaiety through the poetry and prose of symbolic custom. The child who has not had opportunity to learn this heritage misses the best of his birthright. In the school assembly, he can experience and gain some of its wondrous meaning.

Timely historical events to be emphasized in December assemblies are: The Monroe Doctrine, Marconi's Inventions, The First Flight of the Wright Brothers, and The Boston Tea Party. Woodrow Wilson's birthday also furnishes inspiration for committee planners. A group of students will work wonders with any of these themes.

Every assembly needs musical numbers. Before presenting a piano solo, a student may make a few remarks regarding the life of Ludwig von Beethoven whose birthday is in December. The piano should be placed so that the majority of the audience can see the player's fingering.

Highlights of Stradivari's work will inspire the young violinist as well as hold the attention of the audience. Dramatic readings have been written about this musician and the one mentioned above.

John Milton and John G. Whittier have written poetry which appeals to young and old. A good reader, with interpretations given in pantomime by students, will be impressive as well as entertaining.

A group of students inspired by Milton's sonnet, "On His Blindness" illustrated his poem. Their program climaxed in a talk by a World War veteran, who had lost his eyesight. He

### UNA LEE VOIGHT *Emerson Junior High School* Enid, Oklahoma

spoke briefly about his training and brought his seeing-eye dog to the platform.

#### SKIT ASSEMBLY

##### The Production Staff and Cast of Play

The all-school or the junior play are usually scheduled after the closing of the football season; presentation is usually made in early December.

The skit assembly gives opportunity to honor hard-working students of the production staff.

Since the stage is set for the play, this assembly does not call for the usual formal opening. The council president presents the student director who emcees. He explains the purpose of the assembly, interprets the skits, and introduces the cast. Two or three skits are lifted from the play; the curtain closes at the high point of interest. The action shown is just enough to be a teaser. Its purpose is to swell attendance at the performance.

Then the managers for costuming, make-up, publicity, property, and business are presented. Each manager tells the nature of his work and presents his committee members. Sometimes students work out novelty presentations and interviews showing how the group solved its particular problem. If the stage is large, the entire production staff and cast should be presented as one ensemble. If it is small, the cast should line up below the production staff. The purpose of this assembly is to promote the play and to honor the workers who seldom receive praise on presentation night.

#### HOBBY ASSEMBLY

##### Industrial Arts Department

Several days before this assembly, the announcement should be made: "Just jump on your hobby and ride him to the Hobby Assembly. Watch for results next week."

The assembly should begin with the usual

formal opening, followed by a grand march of the participants riding stick horses to the stage. The guests are seated and introduced by their emcee. Each one shows his hobby and discusses its value. "What My Hobby Has Done for Me," is a novel subject.

Another way to begin is to illustrate riding a hobby horse. Several students ride broom stick horses around the stage. The riders prance, leap, and gallop. Applause from the audience decides the winner who has the best riding form.

A hobby horse debate follows; each speaker is allowed two minutes with one minute rebuttals. The neigh of a horse is the time bell. A suggested subject is Resolved: "It is better to ride a hobby than to ride a horse."

The principal feature should be the showing of articles and gifts made in the school shop or those produced as a hobby. A large box is pulled on the stage by the hobby-horse riders.

Pictures, dolls, stamp collections, ceramics, woodwork, leather craft, and other articles are displayed. A musical parody on "Horses" completes the program. This is only one of the numerous ideas on the presentation of hobbies.

#### **The Christmas Carol Assembly**

Caroling is an old English tradition inherited from the Middle Ages. Even in modern times in many localities, boys and girls go about singing Christmas carols. Usually the children sing wherever a lighted candle is placed in a window. Some of them sing to elderly persons and the "shut-ins." Thus, they perpetuate a beautiful custom.

While the audience sings, the Christmas carols are presented in tableaux. These can be worked out according to materials at hand. "The Christmas Book," published by the National Recreation Association, contains excellent suggestions.

A human Christmas tree is impressive. Each participant wears a tight fitting green crepe paper hat and triangular-fringed paper dress. They stand at different elevations and make the tree. Students in the first row kneel; the second stand; the third row stand on steps or boxes; the next five on tables and four on stools. At the top, there is one student who wears a star crown. The tree is decorated by students who tell the folk tales concerning the ornaments. Christmas carols may be sung as they decorate.

An appropriate Bible reading is Luke 2:8-20. Stories of carols may make up a complete program. At the conclusion, a large strip of paper is unrolled; on it is printed "Merry Christmas to All."

One of the largest school assemblies in our nation is held annually in Enid at the Conven-

tion Hall on the Sunday afternoon before Christmas. Over five thousand school children sing the Christmas Carols and anthems. It is an inspiring event; the Hall is usually crowded to capacity with thousands of listeners. The high school and junior high glee clubs and choruses are seated on the large stage. The students' clothing make it colorful. The music supervisor, Miss Maurine Morrow, leads the group; it is a marvelous Christmas Carol Assembly, worthy of national commendation.

#### **Santa Claus Assembly**

The Santa Claus assembly is always popular with school audiences and may be preferred by the committee.

A humorous debate resolved: "The freshmen should be taught there is a Santa Claus," should stimulate thought and laughter. Limit speeches to five minutes and rebuttals to one minute. The affirmative should use the editor's answer to Virginia O'Hanlon's letter "Is there a Santa Claus?" It was published in the New York Sun about a half century ago. Any grade can be substituted for the word "freshmen."

The dramatization of Moore's "Night Before Christmas" never grows old. This poem has influenced our conception of Santa Claus more than any other Christmas poetry. When Old Saint Nick is introduced by the poem, he brings in a bag of stunts to the school and stays. Santa calls several persons from the audience; they draw slips from his pack.

Each person is to perform the stunt written on the slip. The committee who previously makes out the list of students to be called should include the outstanding athlete, the club presidents, and loyal students. Suggested stunts can be:

- (1) Address the audience with the first words of Anthony's Address.
- (2) Show how our boys kicked a football.
- (3) Name three reasons why you think women are superior to men.

If preferred all stunts may pertain to Christmas and Santa Claus as

- (1) Show how Santa laughs.
- (2) Call Santa's reindeer.
- (3) Show how Mrs. Claus calls Santa Claus to dinner.
- (4) Show how you sing to a doll.

Then Santa presents inexpensive gifts to the participants for their efforts in promoting good school spirit.

A more serious trend may include a short debate Resolved: "Commercialized Christmas customs should be abolished." This program should include musical selections followed by a



well-told Christmas story or a short one-act play.

Care should be taken in the selection of an appropriate Christmas Story. Requirements are: extreme brevity, a freshness of style, surprise in the plot, and romantic interest. A good story holds the audience. Parts of Dickens' "Christmas Carol" or Van Dyke's "The Other Wise Man" are suitable for older groups. "The Boy in Nazareth" by Emilie King and "Santa Claus' Partner" by Thomas Nelson Page are suggested for younger listeners. "The Gift of the Magi," by William Sidney Porter, will please any audience. The magi brought various gifts but only one worthwhile—that of love. O'Henry does not moralize and the reader should place special emphasis on the concluding paragraph.

Every year students remember the unfortunate. During December are the Poppy Drives for the Disabled War Veterans, The Tuberculosis Seals, and the giving of gifts to the needy is on the agenda. The students of Emerson Junior High give to the needy children. Their Christmas fund provides noon day lunches for the needy students. The principal, B. Roy Daniel, administers it so that no one knows the recipients. Representatives from each home room come to the platform and pour their donation into a large decorated jar or waste-basket. The President of the Student Council presides. Each representative gives a quotation selected by the students of his particular home room. He also tells the amount of the gift.

Presentation of the group gifts is followed by singing of the Christmas Carols. In small high schools, there is an exchange of gifts and presentation of gifts to class sponsors. Emphasis on these customs should bring realization:

The best things in life  
We can neither sell nor buy  
It's the spirit in the giving  
Wherein the values lie.

As this year closes may your presents be less, but your happiness greater.



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# News Notes and Comments

## HEY! THIS IS UNFAIR TO SCHOOL KIDS.

Some 2,000 Wisconsin school children are the latest members of the "captive audience"—the vivid and apt description of any group of people trapped inescapably into listening to the radio.

Oneida county school officials plan to make use of the "wasted" time between 7:30 and 8 a.m. while rural pupils are riding in school buses. They will broadcast recorded music, safety talks, skits on conservation, health and other special features, stories, school announcements and so on.

The plan is ingenious and the program probably "wholesome." We cannot argue the fact, either, that the children are a "captive audience" once they are in the schoolroom anyway. But there is a question about that half-hour bus ride being "wasted."

There is, after all, much more to learning than being talked to by grownups. There is the learning to get along with one another—even if it means an occasional scuffle in the aisle. There is the shared experience of a stone bruise; the concentration required to make a grasshopper spit tobacco juice; the flowering of inherent little-girl graces and the intricate but inviolable protocol of swapping buckeyes and jackknives—all to be learned.

Is it a waste of time just to watch the leaves turn red? Or to look for wild birds along the way? Or to blow your breath on the window and trace cherished initials in the frostiness?

We can't regulate every minute of the day to the cadence and cajolery of a central, authoritative voice—no matter how well-intentioned its instructions.—Editorial in the Des Moines Register.

"The Activity Period in Public High Schools." by Ellsworth Tompkins is Bulletin 1951, No. 19, of the Federal Security Agency, U. S. Office of Education.

E. A. Thomas, Commissioner of the Kansas High School Activities Association, arranged for regional student council conferences over his state in October. Dr. Harry C. McKown served as leader and evaluator. Dr. McKown did his usual good job of promoting inspirational thought and in summarization of the reports.

School carnivals as a method of financing the activity program is treated by Dr. Lloyd H. King, superintendent of schools at Drake, N. D., in the September number of *North Dakota Teacher*.

According to an article by John P. Milligan, Superintendent of Schools, Atlantic City, N. J., in the October number of *Idaho Education News*, gate receipts for high school athletic events are decreasing generally over the State of New Jersey. He says that his own board of education will appropriate \$10,000 next year to cover the deficit in the athletic programs of the local high schools.

"Working Your Way Through College," by Kenneth C. Rathbun, is a new book offered as a practical guide for high school and college students and their advisers by The Cavalier Publishing Co., Cambridge 39, Mass.

"Let's Sing Our Own Songs," by George W. Boswell and Charles L. Gary, in *The Tennessee Teacher* for October is an appeal to schools to examine and consider our own folksongs before deciding to use less worthy music material from other parts.

As is its established custom, the Denver Public Schools staged a city-wide celebration of United Nations Week during the week beginning Sunday, October 21, that received nationwide attention and acclaim.

An unusual program that teaches pupils what other countries are really like without neglecting the three R's is described in "Puppets" by Azella Taylor and Gwen Bradley in the October number of *Washington Education Journal*.

## CRUSADE FOR FREEDOM

Last fall teachers and educators in some 70,000 American schools helped spark the Crusade for Freedom which sent the Freedom Bell to Berlin and with it thousands of signed Freedom Scrolls attesting to Americans' belief in mankind's irrevocable right to liberty.

This fall young people in the elementary and secondary schools of our country will have the opportunity to participate directly in this year's Crusade for Freedom through a special "Youth Crusade for Freedom." General Lucius D. Clay, chairman of the Crusade, has announced that the Youth Crusade stems from suggestions made by teachers and leaders of youth organizations that a special youth's effort be planned.

Young people who put aside the price of a stick of gum, a candy bar, or a soda may "buy a piece of a Freedom station"—a brick, a foot of

cable, a loudspeaker, and so on, at prices listed from three cents up. A special radio show, youth scroll, award of honor, and other features will encourage young people to contribute and get others to contribute. Write to Crusade for Freedom National Headquarters, Empire State Building, New York 1, New York, for further information.

Seymour A. Slater, in the October number of *The NEA Journal*, tells how and why a high school newspaper can be better than a gossip sheet—and more than a tool for the teaching of journalism.

The aims, problems, and achievements of the American schools are dramatized in 15-minute scripts issued by the Radio Division of the National Education Association, and designed to make the public better informed. Single copies are available free from NEA, 1201 Sixteenth St., N. W., Washington 6, D. C.

#### SHALL SCHOOLS SELL CANDY?

"Stop sale of candy in schools," the National Congress of Parents and Teachers urged last month. It would have no candy or carbonated

beverages tempting children in school lunchrooms.

A Chicago school lunchroom official pointed out how such a ban could backfire. If children cannot get sweets at school, he explained, some will rush to a corner store and make their complete lunch candy and peanuts. By keeping youngsters in school lunchrooms at noontime, he added, schools can expose them to proper eating habits.—North Carolina Education

#### VALUES IN SPORT

The coach occupies a unique position on and off the playing field. This is also true of the director of intramurals and what he says carries considerable weight with students. He is adviser, counselor, and teacher. Sport is his subject matter; however, students are his first concern. His methods are designed to produce best learning. His aims are high and his goals are worthy. He can be an agent for good or evil.

Every wise teacher knows that motivation acts as a magnet to attract and as glue to hold. Sound methods are employed to take advantage of this useful tool. To excel, to win commendation, to receive praise and hear the plaudits of the crowd are some of the rewards achieved by athletes. They are just rewards if the means by which they were attained are worthy.

The means as well as the attitude possessed by the players is determined by the competency of the teacher.

Teachers of Sport are dedicated to the task of building boys rather than mending men. It is not an easy obligation. It encompasses more than the rules, skills, and strategy of the game. It reaches down to basic purposes and worthy goals. For the teacher realizes that no habit or trait goes any deeper than the aims and goals of the learner.—Willard P. Ashbrook in *The Ohio School Athlete*.

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# *How We Do It*

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## **A WORKABLE HOME ROOM**

A few years ago most secondary schools had a home room. Today many schools have dropped them. We still have ours and could not operate efficiently without them. Our home room meets each Monday. Our bell schedule on Monday so operates as to shorten each of the three morning periods 10 minutes allowing for a home room.

This 30 minute period is used for home room meetings each week and whatever school business that needs to be transacted. I shall devote this article to an explanation of our home room business.

We have 30 home rooms of about 30 students per home room. Each group at the beginning of the year elects a president, vice-president, and secretary-treasurer. The president is the representative to the Student Council and conducts all business meetings of the home room. The vice-president serves in the absence of the president. The secretary-treasurer takes the minutes of all meetings and handles the collection of money when such might be necessary.

Any problems of the school or students may be discussed in home room and if the majority so desires, the president is instructed to take the matter before the Student Council. The Council meets each Thursday. The president will then report back to his home room the following Monday on all matters covered by the Council.

In order to obtain the maximum value from this Council-home room set-up, the Council sponsor must be one who is interested in Council work, understands it, and can work with boys and girls. In my opinion, the principal is the logical individual. However, there might be exceptions.

The home room teacher must be willing to operate in the background, keeping order, and assisting in the discussion by asking leading questions.

In this program democracy is truly at work. Leadership is developed by students and a better understanding of the problems of all comes about. Ideas are developed and put into operation which make for a smoother running school in which student, teacher, and administration have a feeling of friendliness, cooperation, and loyalty.—Noel Lawrence, Principal, Senior High School, Grand Island, Nebraska.

November, 1951

## **ALL-COUNTY GIRLS PLAY DAY**

Pickaway County, Ohio, had its first All-County Girls Play Day in the fall of the 1950-51 school year. Three hundred and one (301) girls participated in volleyball and table tennis tournaments, in badminton, dancing, and trampoline play. Ten out of the eleven county schools were represented. Each girl brought her own sack lunch. Ice cream bars and milk were on sale.

During the day, twenty-seven games of volleyball and fifty-seven games of table tennis were refereed by ten physical education teachers. Girls from different schools acted as timers and scorers. No awards were made. The deep satisfaction derived from the day seemed to be sufficient.

Everyone concerned felt that this county-wide day of play for girls was a progressive step and a very worthwhile event, physically and socially. Girls Play Day is an annual event now in Pickaway County, Ohio.—Virginia Court-right, Girls' Physical Education Instructor, Walnut Township Schools, Ashville, Ohio.

## **SECOND ANNUAL PENNSYLVANIA STATE JUNIOR CLASSICAL LEAGUE CONVENTION**

Excitement reigned supreme in this second annual Pennsylvania State Junior Classical League Convention at Haverford Township High School, Havertown. New officers were to be elected for the coming year; an excellent music program was anticipated; and new ideas were being sought from the various workshops planned.

At 9:30 a.m., the State Consul Henry Reid of Schenley High School, Pittsburgh, officially opened the convention. Following the invocation by the Associate Superintendent of Parochial Schools in Philadelphia, superintendent and principal of Haverford Township Schools and the Junior Classical League state chairman extended greetings to the delegates.

"The One World of the Romans" was the topic of the address by Professor Lily Ross Taylor of Bryn Mawr College. She spoke on the unity of civilization under the Roman Empire and its relation to conditions today.

The opening session also included the selections "Overture to Iphigenia in Aulis" and "Jupiter Symphony" by Haverford High's orchestra and "O Domine Jesu" and "Tenebrae Factae Sunt" by the A Cappella Choir.

At 10:30 four round table conferences discussed problems of the J. C. L. These included "Initiation Ceremonies," Schenley High School; "Latin Banquet," Latrobe High School; "Project Work," Haverford High; and "Radio in Education," Sacred Heart High School.

Following the luncheon a business meeting was held at which new officers were elected and amendments to the constitution and by-laws were adopted. The convention adjourned at 2:30 after which the interested delegates were taken on a tour of Historic Philadelphia.

Approximately 110 delegates from outside Philadelphia attended the convention and remained over Friday and Saturday nights. As an added feature the radio station WHHS broadcast the opening session, the panel discussion "Radio in Education," and interviews with the delegates.

On Sunday morning after church services many of the delegates toured Valley Forge on the return trip home. Their thoughts were pleasant ones as they recalled the hospitality of Miss Bernice Gilmore, the sponsor of the Hartford High J. C. L. and of all its members. Each delegate was eager for the third annual convention to be held at Sacred Heart High School, Pittsburgh, in April, 1952.—Adeline E. Reeping, Pa. State J. C. L. Chairman, Latrobe High School, Latrobe, Pa.

#### STUDENTS HONOR TEACHER

"One is rich in proportion to the number of ever widening circles of activity one's life may touch," said a philosopher, who could easily have had Miss Ann Catherine Cross in mind.

The students of John Marshall High School, Richmond, Virginia, were greatly grieved when they learned last spring that Miss Cross would retire after teaching in this school for 44 years.

It is not easy to give all the reasons for this disappointment on the part of the boys and girls of John Marshall High School. However, here in school Miss Cross knew how to play at the right time; and she was, accordingly, a better teacher than she would have been had she not been so adaptable. She was friend, counselor, and loyal supporter of all worthwhile school fun and business. Her attendance at games inspired to victory; her presence at Student Association meetings was both a pleasure and a balance wheel. At Parent-Teacher Student Association get-togethers, she was a power for good, and commencement occasions would not have been perfect without her.

Members of the Student Association, as soon as they heard the announcement of Miss Cross' retirement, began to raise money to have an oil



portrait painted. The money was quickly raised and an alumnus of the school, Marcia Silvette, did the painting. In a brief but impressive ceremony the students presented the portrait of Miss Cross to the school.

John Marshall High School has a Hall of Fame in which hang the portraits of many world famous Virginians. Our students do it this way—they had the portrait of a beloved teacher hung there—one who in 44 years missed only one home football game. Isn't this the way to do it? —Miss Charles Anthony, Journalism Instructor, John Marshall High School, Richmond, Va.



## ANNUAL MUSICAL SHOW

The week of March 15th was a very busy week at the Hartwell School in Cincinnati, Ohio. Yes, the Annual Musical Show had its final rehearsal on Monday, beginning at 2:00 o'clock. The Tuesday matinee, for grades 3-6 was followed by evening performances on Wednesday, Thursday, and Friday. The show personnel came from grades 7-12, as a result of try-outs before Christmas vacation.

The show included vocal, instrumental, dance and speech solos; three dance choruses; several full band numbers, four full chorus selections, three sets of comedians; and an excellent balancing act. A presentation band accompanied all acts with additional support from the presentation chorus. In spite of a small and inadequate stage, the hour and a half show ran without interruption for all performances.

Teachers did a minimum of work. They capitalized on student initiative and suggestions, and placed the responsibility for a good performance upon each student taking part. Students built the stage set, did the make-up, designed and made the costumes, sold the tickets and did the advertising, and took charge of all back-stage

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activities. A staff of five teachers served as counselors to whom the students could turn for help and suggestions. The music director served as general co-ordinator in building the show. So out of a student body of 500 seventh to twelfth grade pupils, 150 took an active part in this production.

The results, from the audience, were gratifying as shown by the enthusiastic applause and many kind comments. The show played to packed houses and turned down enough ticket requests to justify another performance. The profits are used for musical activities during the following year.—C. I. Kapphahn, Director of Music, Hartwell High School, Cincinnati, Ohio.



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### SCHOOL PROGRAMS AND PUBLIC RELATIONS

School entertainments are a wonderful public relations medium, especially, when they are of the type presented by the Hancock Place Junior High School of Lemay, Missouri.

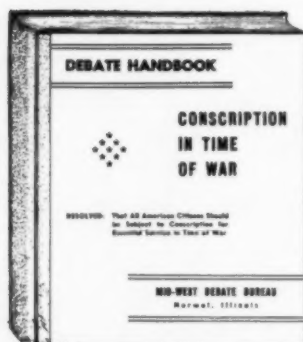
"Down on the Levee," a musical show, with a cast of more than sixty students from all departments, was presented last spring to an interested and appreciative audience of patrons and school friends.

The Patron's Alliance, the Hancock Parent and Teacher's Group, needed to add to the funds out of which they give a four-year scholarship to a deserving high school senior. Several of the schools were asked to prepare entertainments to help swell the fund. There was a need, a request for help, and the cooperative forces of the Hancock Junior High went into action.

Since the Mississippi River can be seen from our school windows, it is much a part of our thinking and planning. A talented, wide-awake art teacher envisioned this river as the background for our program material. She pictured in her mind wharf rats, grief-stricken, because they could not afford tickets to go aboard the "Mary Lee," a show boat, recently docked at the

# DEBATE

*Materials*



#### THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1951-1952 IS:

RESOLVED: That All Americans Should Be Subject to Conscription for Essential Service in Time of War.

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river's edge. These folk of the river befriended by a kindly captain and a converted social worker are allowed to see the show boat performers. Such was the birth of "Down on the Levee," a show that featured black face and white, music, tap, acrobatic, and ballroom dancing, a marching band, and a dancing mule.

Cooperative forces of Hancock Junior High School set to work to develop a program for the public out of this dream. It was put into words by its author. She also set to work directing her art classes as they fashioned the beautiful moonlight river scene with the "Mary Lee" docked for the stage back-drop. Many of the costumes originated in the department and were brought to completion by mothers who were eager to help. The paper mache head for the donkey was another project enjoyed by the art department.

Waltzes, square dances, and acrobatics learned in the physical education classes were polished for the occasion. The regular work took on new life since it was becoming a part of a big production.

"Old Man River," "Jeanie, with the Light Brown Hair," "Waiting for the Robert E. Lee," "Beautiful Dreamer," and "When You're Smilin'" emanated from the music department. These re-

hearsals, followed by the practicing of the Dixie Land Band as they mastered "Dark Town Strutters Ball," kept the music department busy.

English teachers helped with lines, others of the faculty were responsible for the lighting and helping with the make-up on the night of the performance. Frankly, everyone had a "finger in the pie" before it was completed. The speaking cast became interested as never before in pronunciations and inflections involved in portraying levee mannerisms and speech. Everyone emerged with a deeper appreciation and respect for races, creeds, and environments.

Again, as has been done on numerous occasions, the cooperative effort within the school provided an array of talent and an evening of entertainment that not only provided funds for the scholarship, but gave the Hancock public, many of whom do not attend patron's meetings, an over-all picture of the type of activities carried on within the school. This activity resulted in greater understanding and filled a community need that cements a brand of public relations of which Hancock is proud.—Gladys Denton, Teacher and Counselor, Hancock Junior High School, Lemay, Mo.

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### "TAIL FOOTBALL"

Tail football is a game that has taken hold in our area as a substitute for touch football in order to satisfy the combative instinct of the adolescent without resorting to a game of tackle. There is little difference between the two games, but, during the three years that we have used this game, there has evolved a series of modifications of the basic game of touch football.

The major difference is the use of tails by the players. These tails are cut from canvas, old towels or similar materials. Each tail is about one inch in width and twelve to fifteen inches in length and are placed in the rear of each player's gym trunks. Over half of the tail is hanging out affording the opponents a reasonable target to grasp. The tail is held in place by the elastic band on the trunks.

Instead of tagging a player with two hands as in touch football, the defensive player must grasp the tail of his opponent and pull it free. This one modification livens the game to such an extent that it allows an elusive runner to use his ability to the fullest, whereas in an ordinary game he is just touched and the play or down is over. When it comes to passing, we feel that this modification makes the greatest addition to the game. Here, as in tackle football, a player can fade, twist, and dodge in attempting to get his pass off before the defense takes his tail. In touch football he must pass quickly because

there is little opportunity for the passer to evade a determined defensive line. The third advantage is that there are fewer arguments, for when an opponent grasps an offensive player's tail, the ball becomes dead on the spot, hence eliminating the old cry, "He never touched me."

Further modifications of touch football as played at Norristown High School are as follows:

1. Each team is allowed five downs instead of the usual four during which time they must score or lose possession.

2. No player can put the ball in play (running or passing) more than two times in any series of downs, thus giving each one an opportunity to take part in the team offense.

3. On fifth down, the offense must declare its intention to punt or to put the ball in play from scrimmage. The offensive and defensive lines do not charge, but hold, if kick is called. This gives the punter an opportunity to kick the ball without interference. To date, no player has lost any teeth in attempting to block a kick.

4. All players are eligible pass receivers. (We play six man teams.)

It is apparent with us that the interest that has been stimulated as a result of the wide open, exciting game has resulted from these few modifications. We recommend that this game be played more widely.—S. Robert Polis, Teacher of Physical Education, Norristown High School, Norristown, Pennsylvania.



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of School Activities Magazine published monthly except June, July, and August, at Topeka, Kansas for September 30, 1951

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: C. R. Van Nice, Topeka, Kansas.

2. That the owner is School Service Co., Inc., 1515 Lane St., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Ill.; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Denver, Colorado; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; T. H. Reed, Topeka, Kansas; D. Raymond Taggart, Topeka, Kansas; Harold E. Gibson, Normal, Illinois; Ray Hanson, Macomb, Illinois; Service Print Shop, Topeka, Kansas.

4. That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

C. R. VAN NICE

(Signature of Business Manager)

Sworn to and subscribed before me this 30th day of September, 1951.

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**Sportsmanship Standards for Students**

1. The decisions of the officials in charge of the game should be accepted without question.
2. High school pupils should refuse to join in any applause for rough play on the part of contestants representing their school.
3. High school pupils should show disapproval of any attempts of rowdies to single out individual players by abusive remarks from the sidelines.
4. High school pupils should be quiet when officials indicate that players have been injured, especially when the player is on the opposing side.
5. The pupils of the school should insist upon courteous treatment of the visiting team as the team passes through the streets or visits the local school building. High school pupils should be especially vigorous in denouncing those individuals who "hoot," "cat-call" or "yell" at the members of the visiting teams.
6. High school pupils when accompanying the team should exhibit sportsmanlike conduct in every possible way.
7. High school pupils should familiarize themselves with the rules of eligibility and should severely condemn any attempt to evade the strict enforcement of the same.
8. High school pupils, through a committee, should request those adults who have exhibited unsportsmanlike conduct at an athletic contest to remain away from future games by the high school team.
9. High school pupils should be generous in responding to the call of their cheer-leader for yells and cheers for the opposing team. (No contest should open until the visiting team has been given a cheer of welcome.)
10. It should be remembered that the name and prestige of the high school are worth more than the winning of any athletic contest, and that nothing brands a high school as unworthy more quickly than unsportsmanlike conduct as exhibited in the treatment of a visiting team. —*Michigan High School Athletic Association*



# Comedy Cues

Student: I don't think I should get zero in this exam.

Professor: I know it, but it's the lowest mark there is.—Minnesota Journal of Education

Uncle: You boys of today think too much about money. Do you know what I was getting when I married your aunt?

Nephew: No. And I bet you didn't either.  
—North Carolina Education

Professor: How are you in history?

Student: Oh, I always say, Let by-gones be bygones.

Flying over the Rocky Mountains, an airline hostess passed out chewing gum to the passengers.

"It's to keep your ears from popping at high altitude," she explained.

When the plane landed, one of the passengers rushed up to the hostess and said:

"I'm meeting my wife right away, how do I get the gum out of my ears?"

Joan: Dad, what would you do if I got all A's on my report card?

Father: Why, I guess I'd drop dead.

Joan: Hey, Mom, I just saved Daddy's life.  
—Collegio

The banker who had gone to a doctor for a physical checkup was told to get out into the open air, so he quit his job at the bank after 35 years and bought a filling station.

The first morning that he was open for business, a man drove in and asked for 10 gallons of gasoline.

"Where are you going," the former banker asked.

"To Houston and back," was the reply.

The banker looked at him sternly, and said, "Don't you think you could get along on five gallons?"—Texas Outlook

## Musical Community?

"Do you think the automobile has contributed to the prosperity of our city?"

"It sure has. Last year we built a new hospital and this year we have contracted for a forty-room addition to it."

—The Instrumentalist

Webster wouldn't claim them . . . but, —

WAITRESS: Girl who thinks money grows on trays.

ALCATRAZ: The pen with the life-time guarantee.

FLOOD: A river too big for its bridges.

—Wyoming Education News

## Thrifty

Coed: Dad, the girl that sits next to me in class has a dress just like mine.

Dad: So you want a new one?

Coed: Well, it would be cheaper than changing schools.—Huntingtonian

## Different

They were discussing girls.

"How is it, Jack," asked Joe, "that you get on so well with the girls?"

"Easy," was the reply. "Try flattery. For instance, the girl I was with last night got a fly in her eye. I said, 'I can't see how it could miss such big eyes as yours.' After that I had her eating out of my hand."

A few days later they met again.

"H'm," said Joe, "I don't think much of your flattery stunt. I tried it, but it didn't come off."

"What happened?"

"The girl I was with got a fly in her mouth."

—Balance Sheet

A credit-reporting agency made the following report concerning a debtor:

"We have a report that this party has no property, either real or personal, no credit, either actual or potential; no prospects, either present or future, and no hope either here or hereafter."

—Exchange

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